DOCUMENT RESUME

ED 416 366 CE 075 786

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TITLE Becoming a Citizen. Tierra de Oportunidad Module 29. LAES: Latino Adult Education Services Project.

INSTITUTION Hacienda La Puente Unified School District, City of Industry, CA.; California State Univ. Inst., Long Beach.
SPONS AGENCY California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE 1997-00-00
NOTE 30p.; For related modules, see CE 075 757-787.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Basic Education; Basic Skills; Behavioral Objectives; *Citizenship; *Citizenship Education; *Decision Making; English (Second Language); Immigrants; Learning Modules; Lesson Plans; Literacy Education
IDENTIFIERS California; 353 Project

ABSTRACT

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, focuses on becoming a citizen. It is designed to teach immigrants the requirements for applying for naturalization, how children become citizens, and the complex legal definition of "good moral character." The module contains the following: an overview of the topic; the specific skills that the module emphasizes; and teaching points, learning activities, resources, and commercial textbooks. Two resource sheets are the pros and cons of applying for citizenship and overview of the application process. A sample lesson plan begins with a cover sheet with objectives (learners and context, room setup, to bring, to do ahead, media used, and steps). The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: analyze pros and cons of becoming a citizen; interview representatives of community agencies; prepare chart of available services; explain reasons for decision to become or not become a citizen; work with a team; acquire and interpret information; and make decisions and explain the reason. (YLB)

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ED 416 366

LAES
Latino Adult Education Services

Tierra de Oportunidad

MODULE 29

Becoming A Citizen

Ed Kissam and Holda Dorsey

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Funded by:
California Department of Education
Youth, Adult and Alternative Educational Services Division
through Federal Grant P.L. 100-297 Section 353
Contract #4213

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LAES activities are funded by contract #4213 of the Federal P.L. 100-297, Section 353, from the Adult Education Unit, YAAES Division, California Department of Education. However, the content does not necessarily reflect the position of that department or of the U.S. Department of Education.

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INSTRUCTIONAL AREA
Promoting Community Participation

MODULE 29
Becoming a Citizen

Overview

To become or not to become a citizen of the United States - this is a question which every legal immigrant of the United States must consider. Legal immigrants need to consider the reasons why they might want to apply for citizenship, the benefits which citizenship can provide them and their families. These benefits need to be weighed against the effort it will take to become a citizen.

Federal welfare reform legislation severely restricts legal immigrants' eligibility for a variety of publicly-funded programs. These programs include the Food Stamp program, the SSI program, which provides assistance to elderly or disabled persons. The state of California is implementing regulations which will restrict or eliminate welfare eligibility for legal immigrant families. The new programs are called Temporary Assistance to Needy Families (TANF) or CalWorks. Immigration reform legislation was also passed which further limits legal immigrants' rights and responsibilities, particularly with respect to sponsoring family members seeking to come to the United States.

As a result of the extensive publicity about the anti-immigrant provisions of the new legislation, large numbers of immigrants who, in past years, decided to postpone seeking citizenship have decided now to act. Adult education should expect rapidly increasing interest in citizenship issues to continue to rise in the coming years. Immigrant adult learners' interests are likely to include information about how to seek citizenship, who is eligible and what are the details of the process.

In order for a prospective citizenship applicant to decide if they want to apply and, if so, when, he or she needs accurate information. Eligibility requirements, steps and costs of application, literacy requirements and under what conditions it is not a good idea to apply for citizenship are some of the practical information which immigrants need.

It is also useful to know what resources are available in one's community to help one in the process of securing citizenship. One of the few bits of good news about the current anti-immigrant legislation is that there is a major national initiative sponsored by the Emma Lazarus Fund of the Open Society Institute to provide financial assistance to organizations which help immigrants in applying for citizenship. The California Department of Education is also providing special funding to adult schools, community colleges, and community-based organizations to provide ESL/Citizenship classes throughout the state.

In most communities, different agencies provide help so citizenship applicants can decide which of several different organizations can best provide them with the help they need. Many organizations will help an applicant who is short of money -- giving them an extended period of time to pay, a "sliding scale" special low fee if they are very poor, or even subsidizing the cost of submitting documents to the INS.

Finally, citizenship applicants must come to terms with their feelings about becoming a U.S. citizen. Feelings of divided loyalty between one's native country and the United States are not uncommon. Acknowledging the possibility that perhaps one will never return to the home country to live, but only to visit, gives rise to powerful and sometimes painful feelings. These feelings need to be examined, acknowledged, and distinguished from practical considerations.

The need to have a command of basic English can be a serious obstacle for some applicants. There are circumstances based on age and length of time one has been in the United States legally, that permit one to be tested and interviewed in one's native language with the assistance of a translator, if necessary. All other applicants must be able to speak English well enough to pass a standardized written, or informal oral exam on U.S. history and government structure, write a dictated English sentence and demonstrate in an oral interview in English with an INS officer that they can speak simple English.

Often these impediments cause people to postpone making a decision, sometimes for years. Talking with friends, relatives, teachers and others can help one reach a very personal decision - to become or not to become a citizen.

In the course of deciding whether to become a citizen or not, during the process of applying for citizenship and, after being granted citizenship, it is important for a person to think carefully about making full use of the benefits of citizenship and participating in the democratic process. Being involved makes it possible for immigrants, who may now be angry about decisions made without their input, to help guide future decisions made in local communities, in the state, and in the nation as a whole. Participating in the democratic means much more than just voting. It means being informed, talking with others about one's views, considering the pros and cons of candidates for office, and issues voted on in each election.

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Basic Skills Development

Basic Skills	Listening carefully to questions related to U.S. History and Government, answering formal, legal questions succinctly but accurately.
Thinking Skills	Reviewing personal plans to identify potential problems, formulating and assessing the viability of alternative solutions to identified problems, assessing the consequences (benefits and costs) of alternative solutions
Personal Qualities	Managing anxiety in order to be able to communicate successfully in stressful situations.
Uses Resources	Comparing different resources which provide assistance in problem-solving, choosing and using the resource which best meets one's individual needs, seeking expert advice in expressing sensitive information in writing, assessing tradeoffs between cost and outcomes (paying to decrease risk).
Uses Information	Acquiring and interpreting technical information that is personally important, comparing and contrasting different materials which present the same information
Works With Systems	Understanding the ways in which legal information is interpreted, including formal rules for interpreting commonplace phrases (e.g. "good moral character"), balancing pros and cons in order to make a decision, weighing competing concerns
Uses Technology	Using the World Wide Web to keep informed on legislation affecting immigrants, and to locate resources.

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Teaching Points

1. **Immigrants should know the basic requirements for applying for naturalization.** The requirements for naturalization are fairly straight forward. However, citizenship applicants should remember that their citizenship application is an important legal document and they should fill it out carefully, accurately, and honestly. If they are not certain how to answer a question they should definitely get competent advice. The basic requirements to apply are the following:

    1. Be a lawful permanent resident. (Legal permanent residents' INS files will be reviewed in the course of INS' review of their citizenship application).

    2. Be at least 18 years of age.

    3. Be physically present in the U.S. for at least two and a half of the five years you have resided in the U.S. (Legal residents who have been out of the United States for more than six months at a time are advised to consult with a lawyer). Persons married to a United States citizen must only have resided in the U.S. for three years.

    4. Submit the required application documents which are:
        a. A completed application -- the N-400 form. (Almost all non-profit organizations helping residents become naturalized will help in completing the form)
        b. Two photos and a fingerprint card. (Almost all can also help with this. They may charge a small fee for this service)
        c. A copy of both sides of your green card (*mica*).
        d. A check or money order made out to "INS" for $95.00

2. **Citizenship applicants should be careful in "checking out" who gives them advice about applying for citizenship**. Many notaries who say they are "immigration experts" are really just experts in talking and if a person is not truthful with the INS they may end any chance they have of securing citizenship in the future. Even among well-intentioned organizations which genuinely want to help, there will be some which are more experienced and others who cannot provide such effective help. Citizenship applicants should be good consumers, checking on the advice they are buying.

3. **Immigrants should know that there are additional and more demanding requirements to be approved for citizenship, after they have completed and submitted their application.** These additional requirements are less straightforward than the basic requirements. Many applicants find the English requirement the most difficult one. The basic requirements are that the applicant:
   a) must be considered to be of "good moral character"
   b) must pass a citizenship exam, and
   c) demonstrate that they can speak "simple English".

   Any one or perhaps all of these requirements may not be somewhat difficult to satisfy, but applicants can get help with any of them and should not decide that they cannot qualify without talking to a lawyer or an organization helping people with naturalization.

4. **Immigrants should know that the citizenship test is based on a standard 100 questions which they can study carefully and learn to answer**. Adult schools, community-based non-profit organizations, and others are providing classes to help people learn to pass the citizenship test. People should know that there will be a long wait from when they submit their citizenship application to when they are scheduled to meet with an examiner, so they have time to study and learn the answers to the questions. People should "shop around" a bit before deciding which organization can best help them learn. Many people say that they find it a big help if the organization which provides the class has the staff to coach them and help them feel at home with taking the examination. For many people, the easiest route is to take a standardized examination (CASAS, ACT, and NAS all have approved exams). But others can still be examined orally by the INS examiner if they wish. If someone is "developmentally disabled" or has a "mental impairment" it is possible they may qualify for a waiver but they should consult with a lawyer or naturalization service provider.

5. **Immigrants should know that most, but not all, citizenship applicants need to demonstrate that they have a basic command of English**. Here, also, adult schools, community colleges, and community organizations can help. Again, the classes which are most useful are those which not only help people learn simple English but which can give them individual coaching and encouragement as they prepare for their interview with the INS examiner. Some people are eligible for taking the citizenship exam in their native language. These are the requirements to qualify for a language waiver:

- Applicants who are 55 years old and have been Legal Permanent Residents in the U.S. for 15 years. And applicants who are 50 years old and Legal Permanent Residents for 20 years may take the government and history examination in their native language through an interpreter at the INS office, and are not required to speak basic English.
- Applicants who are over 65 and have been in the U.S. legally for 20 years are not required to speak basic English, and must be able to answer 6 out of 10 published government and history questions in their native language.

6. **Children under 18 can become citizens if one of their parents is a United States citizen.** Generally, if both parents are or become citizens, children under 18 automatically become citizens. Their parents do have to fill out a Form N-600 --an application for Certificate of Citizenship --to complete this process. This form must be filed with a $100 fee. Parents whose children are teenagers should not delay with this process because, once their children are 18, they will need to apply on their own.

7. **Citizenship applicants must realize that "good moral character" is a complex legal definition.** They should consider whether they may have any personal problems in what are known as "RED FLAG AREAS" -- that is, areas where there may be doubt about whether they have "good moral character". Persons with any of the following problems should consult an immigration specialist or immigration attorney before applying for citizenship:
   - criminal convictions,
   - time spent in prison,
   - failure to pay child support,
   - have obtained the permanent resident card by means of a fraudulent marriage,
   - persons on parole,
   - anyone who has engaged in prostitution,
   - anyone who has helped smuggle someone into the U.S., even if it was a relative,
   - persons, who were supposed to, but who have not registered for the Selective Service,
   - persons who failed to file a tax return since becoming permanent residents,
   - anyone who has lied to the INS.

   Some of these problems are much more serious than others. Some of them may only require an acceptable explanation but if any of them pertain to an applicant for citizenship he or she must speak with an immigration specialist before applying for citizenship. There is a very real possibility that people who apply for citizenship and fall within one or more of these categories could be denied naturalization, lose their green cards and be deported.

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8. **Persons who want to become citizens simply to retain their eligibility for benefits may be able to preserve their eligibility other ways even if they may not qualify for citizenship (e.g. because they fall into a "red flag area", because they have great difficulty in learning English).** Legal permanent residents can continue to receive Food Stamps or SSI (Supplemental Security Income) if they have earned a minimum amount of money in each of 40 quarters. Farmworkers and others who are seasonally unemployed should know that even if they only worked during one or two quarters (e.g. July-September) they may well have earned enough to get "credit" for two, three, or four quarters of work. People who seek the "40 quarters" exemption should also know that the Social Security Administration will be flexible even if they worked for someone who did not report their earnings. (However, as in other areas, if people expect to have problems they should seek good advice).

9. **Citizenship applicants should be encouraged to, at least, buy a book about the naturalization process or get advice on the phone from a naturalization assistance hotline before they act.** Undertaking the citizenship process is an important investment in one's future and every effort to "get it right" is well justified. Good, easy-to-understand books on the process are affordable for less than $20 and phone advice is available for free.

Sample Learning Activities

1. Invite someone to class who has naturalized recently. Prepare questions in advance. Ask them which parts of the process they thought hardest and easiest.

2. In pairs, create role plays or skits explaining advantages and reasons for applying for citizenship.

3. Survey the class. Find out who has become a citizen or naturalized and how they feel about it. Ask them how they have benefited and why they decided to apply for U.S. citizenship. If there are members of the group who are eligible to apply for citizenship and have not done so ask them why.

4. Ask students to draft a letter which they will give to their grandchild in 20 years explaining their decision to apply or not apply for citizenship.

5. Form groups. Research what services are available in the community to help lawful permanent residents apply for citizenship and the costs. Research what English/Citizenship classes are available in the community and costs as well.

6. Invite several different naturalization service providers to class to talk about the services they provide and what special help they provide to their clients. After they have left, ask the class to discuss the pros and cons of each and whether everyone thinks the same one is best or whether different organizations might serve different kinds of people's needs.

7. Invite an INS examiner to talk to your class and how he or she approaches their job. Students may be surprised to find out that many INS examiners are flexible and want to help citizenship applicants become naturalized while still complying with the law and their agency's regulations.

8. Ask each student in the class to talk with three immigrant neighbors to find out whether they're thinking of applying for citizenship or not and report back to class.

9. Ask people in class who have teenage children to talk with their children about whether they think their parents should apply for citizenship or not.

10. Form small groups. Discuss how a new citizen can inform and educate himself in order to vote in a responsible way.

11. Obtain a copy of the video "Fighting For Political Power" which is a part of the 4 part video series "Chicano: History of the Mexican American Civil Rights Movement." Show the video and hold a discussion of the film and it's implications.

12. Ask students to discuss whether they think that, once they become citizens and vote, it will affect local, state, and federal government policies toward immigrants. Encourage a debate between those who believe citizenship will have an impact and those who don't.

13. Look up newspaper results of the local election races in the last election, write down the spread between the winner and loser in the following local races: City council, County Board of Supervisors, State Assembly, State Senate, House of Representatives. Using your chart of election results discuss with students whether naturalized immigrants' votes would have made a difference.

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Resources

We strongly recommend that adult school instructors buy (or ask their school to buy) at least one copy of the very good citizenship manuals listed below.

1. Resource Sheet 1 - Pros and Cons of Applying for Citizenship. (included with module)

2. Resource Sheet 2 - Overview of the Citizenship Application Process. (included with module)

3. Resource Sheet 3 - Requirements for Naturalization --NCCIR (included in module)

4., Como Hacerse Ciudadano de los Estados Unidos, Sally Abel Schreuder, Nolo Press, Occidental, CA. (707) 874-3105

5. Building Bridges, A Resource Guide On Citizenship, Aliza Becker, Travelers & Immigrants Aid, Chicago, Illinois.

6. Naturalization Manual For Volunteers , Eric Cohen & Juliette Steadman, Immigrant Legal Resource Center, San Francisco, CA 94103.

Commercial Textbooks

Citizenship Now, Contemporary Books
P. 2, Why Become a Citizen?

U. S. Citizen Yes, Heinle & Heinle
Ch. 10, Becoming a Citizen

The Way to U.S. Citizenship, Dormac, Inc.
Lesson 33, On Becoming a Citizen

Working In the U.S. Passport Books
Ch. 1, Getting Here and Staying Here

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RESOURCE SHEET #1
PROS AND CONS OF APPLYING FOR CITIZENSHIP

Each person must make his or her own decision to naturalize. The following advantages and disadvantages which citizens enjoy should be taken into account when making this very important decision.

PROS (Advantages)

1. As a United States citizen, you may vote in national, state and local elections, including school board elections. The right to vote is one of the primary means by which we can protect our civil rights and affect the quality of our lives

2. As a U.S. citizen, a person may not be deported from the United States or be excluded when he or she re-enters the United States from another country. Citizens may be outside of the United States for more than 6 months and re-enter the U.S. at any time, unlike permanent residents.

3. A person's permanent resident unmarried children under 18 years of age can become U.S. citizens easily, when the parents become U.S. citizens.

4. Only citizens can hold public office, including city council members or school board members.

5. A U.S. citizen may petition for more family members to enter the United States legally than a lawful permanent resident can and usually the waiting list is shorter for relatives of U.S. citizens.

6. Some government and civil service jobs are only available to U.S. citizens.

7. Persons retiring out of the United States will receive the full social security benefits to which they are entitled while permanent legal residents wishing to retire out of the United States will not.

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RESOURCE SHEET #1
PROS AND CONS OF APPLYING FOR CITIZENSHIP

Each person must make his or her own decision to naturalize. The following advantages and disadvantages which citizens enjoy should be taken into account when making this very important decision.

CONS (Disadvantages)

1. As a United States citizen, a person may be required to serve in the armed forces if there is a war, even if the war is against ones native country.

2. Depending on the laws of the country from which the person originally came, he or she may lose that citizenship by becoming a U.S. citizen and/or there may be restrictions on property that a non-citizen may own.

3. The process may be difficult or tedious. When a person applies for citizenship, one of four things will happen.

   a. The person's application will be accepted and the person will become a United States citizen.

   b. The person's application may be put on hold while the person acquires a better command of the English language, for example. The person will be asked to come back in a short time (6 months, for example) and demonstrate that their English has improved.

   c. The person's application is denied but the person continues to live in the United States as a lawful permanent resident. An example of this, is an individual who is unable to pass the history and government exam. However, the person could re-apply for citizenship at a later date.

   d. The person's application could be denied for a serious reason or reasons and the person could have their green card confiscated and could be placed into deportation proceedings by the INS. Obviously this is the most serious consequence.

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RESOURCE SHEET #2
Overview of the application process:

1. An applicant must submit the N-400 form, Application for United States Citizenship, along with $95, fingerprints and 2 photographs taken specifically for the purpose of application for citizenship. Many social service agencies as well as community based organizations will help applicants fill out the form for a fee. Sometimes these services are provided by outreach workers as a part of citizenship classes and some communities hold citizenship fairs where assistance in filling out the N-400 form is provided, and fingerprints and photos are taken.

2. Applicants must pass a written or oral exam which tests their knowledge of basic United States history and U.S. government structure. The written exams consist of about 20 multiple choice questions and applicants must pass with a score of about 60% or better. Also, they must be able to write a sentence in English. Applicants may choose to take an oral exam during their INS interview for citizenship. The INS interviewer will ask them several questions about U.S. history and government and dictate and English sentence to them.

3. Applicants for naturalization must be interviewed by an INS examiner. Usually the questions asked are taken from the INS N-400 form, the application for citizenship. The questions are personal in nature and test the applicant's ability to understand and speak English. Exceptions are those people who are 50 -55 and who have been in this country legally for 20-15 years. They can be interviewed with the help of a translator, if necessary, in their native language.

4. There are numerous citizenship classes at adult schools, junior colleges, community based organizations or connected with churches which help prepare applicants for the written exam and the oral interview. Sometimes they provide help filling out the N-400 form and may even take fingerprints and photos.

5. If one passes the written or oral test and the oral interview and their application for citizenship is approved, they will attend a swearing in ceremony before a judge.

6. At this point they have become United States citizens and may now register to vote.

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REQUIREMENTS FOR NATURALIZATION

November 25, 1996

NORTHERN CALIFORNIA Coalition for Immigrant Rights

995 Market Street, 11th Floor
San Francisco, CA 94103

tel • 415/243-8215
fax • 415/243-8628
ccir@igc.apc.org

Residency

You must meet the following residency requirements to qualify for citizenship:

1. Be a lawful permanent resident (LPR) for at least 5 years or at least 3 years if married to a U.S. citizen.
2. Be at least 18 years old.
3. Be physically present in the U.S. for at least 2 1/2 years of the 5 years you must be in the country.
4. If you have been out of the U.S. for 6 months or more at a time since you became an LPR, or if you have moved to live outside the U.S. since becoming a permanent resident, see an expert.

Language Waivers

You may be able to take the naturalization exam and interview in your native language if you meet an age and residency requirement.

Your age / years as an LPR	Process
55 / 15	Exam/interview in your native language; study 100 questions
50 / 20	Exam/interview in your native language; study 100 questions
65 / 20	Exam/interview in your native language; study 25 questions

Disability Waivers

You may be able able to waive the English and U.S. history civics exams if you are disabled. If, because of one of the following conditions, you are unable to pass these tests, you may qualify for a disability waiver: (1)"developmental disability" since childhood (before the age of 18), (2) have a "mental impairment" as a result of a physical disorder, or (3) other physical disabilities. You should consult an expert before applying for a disability waiver.

"Good Moral Character"

You must be considered of "good moral character" to qualify for citizenship. Examples of problems to being of "good moral character" include: failing to file your federal income taxes, being arrested or convicted of certain crimes, having been in deportation proceedings, smuggling people across the border illegally, and committing fraud to receive public benefits, and many others. You should review the list of "Red Flag Problem Situations" before applying.

Oath of Allegiance

As the last step of your naturalization process, you must be able to take "a meaningful oath of allegiance" to the United States. These oath ceremonies usually happen once a month and you will have to attend one soon after you are interviewed. Please see the "Steps to Citizenship" for more details.

Documents and Fees

You must submit the following documents and fees for your naturalization application to be complete: (1) a completed N-400 form, (2) 2 photos with your name and A-number written, in pencil, on the back, (3) a fingerprint card, (4) a copy of both sides of your green card, and (5) a check or money order for $95.00 made out to "INS." Make sure to keep a copy of everything for your files.

If you want a referral to a citizenship class or have more detailed questions, please call:

Immigrant Assistance Line	
415/543-6767	Spanish/English
415/543-6769	Chinese/English

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29. BECOMING A CITIZEN

OBJECTIVES

- analyze pros and cons of becoming a citizen;
- interview representatives of community agencies;
- prepare chart of available services;
- explain reasons for decision to become or not become a citizen.
- work with a team
- acquire and interpret information,
- make decisions and explain the reasons.

LEARNERS & CONTEXT

Adult students. Average ability of the group is medium. The range of ability is wide. Motivation is high. Group size is between 11 and 30. There are many learners whose English is limited.

ROOM SETUP

Small tables and chairs to provide flexibility for small team work

TO BRING

Phone Books
Resource Sheet 1, 2, 3
Handouts

TO DO AHEAD

Reserve available phones and collect quarters if necessary.
Review "Requirements for Citizenship".

MEDIA USED

Overhead

STEPS

Survey
Introduction
Reading
Discussion
Requirements
Writing
Sharing
Break
Contact Assignment
Chart
Report back
Reflection
Closure

Holda Dorsey

Lesson Plan: 29. Becoming a Citizen

	Survey	Teacher surveys the students by asking questions. Students respond by showing hands or speaking.
(15 min)	*Motivation* *• Establish Need*	Teachers asks students to raise their hands if they have become a citizen. Count and list on board. Teacher asks at random why and how they became citizens. Then, teacher asks for show of hands of those who are in the process of becoming a citizen. Count and list on board. Teacher asks at random what steps they are taking about it. Finally, teacher asks for show of hands of those who do not want to become a citizen at this time. Count and list on board. Teacher asks at random why they decided not to become citizens.
	Introduction	Teacher puts a transparency on the overhead and presents the objectives of the lesson.
(10 min)	*Information Preview* *• State Objectives Formally*	By the end of the lesson you will be able to: • Analyze pros and cons of becoming a citizen, • Interview representatives of community agencies, • Prepare chart of available services, • Explain in writing reasons for decision to become or not become a citizen. You also will practice: * Working with a team, * Acquiring and interpreting information, * Making decisions and explaining the reasons.
	overhead	
	Reading	Students sit in pairs. Teacher gives each pair a "Pros" and a "Cons" handout. Students read print materials to themselves.
(15 min)	*Information Acquisition* *• Silent Reading*	Teacher asks students to explain difficult or new vocabulary.
	Resource sheets	Teacher asks students to read to their partner the "Pros" and "Cons" in their handouts. Students in pairs explain meaning to each other. Teacher monitors students activity. Teacher assists when necessary.
	Discussion	Teacher separates the students into two groups: The Pros and The Cons. (If possible students must sit on opposite sides of the room.)
(15 min)	*Information Acquisition* *• Discussion*	Students select representatives to debate their position "Pro" or "Con" with information from the handout or from their collective ideas.

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Lesson Plan: 29. Becoming a Citizen

	Requirements	Teacher asks students if they know the requirements for applying for Citizenship. Teacher appoints two recorders to write on the board the ideas from the group.
(15 min)	*Prior Knowledge Activation* *• Ask Review Questions*	Teacher asks students to organize the ideas in an easy to remember format. Teacher reviews students' work. And selects the best to be copied on the board. Age: Status: Residency: Documents: Fees:
	Writing	Teacher asks students to write a letter to their real or imaginary children, to be open and read twenty years from now.
(15 min)	*Practice & Feedback* *• Individual Practice - Indep.*	In this letter, students should explain their decision to become or not become a U.S. Citizen.
	Sharing	Students may read aloud all or parts of their letters.
(10 min)	*Practice & Feedback* *• Reading Aloud*	
	Break	Students may use this time to finish their tasks, stretch, walk around. Teacher completes attendance records and other paperwork.
(10 min)	*Other* *• Break*	
	Contact Assignment	Teacher asks students to locate community agencies that may assist residents in applying for Citizenship.
(20 min)	*Practice & Feedback* *• Creative Practice*	Students in teams of four are to look in the phone books, select agencies, call and gather pertinent information. Students need to define the responsibilities of each team member, before setting out to complete the tasks.
	mixture	

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		Students may leave the classroom to use phones.
	Chart	Teacher asks students to draw a matrix with all the information gathered.
(15 min)	*Practice & Feedback* *• Creative Practice*	(See attached sample) Each group designs the way that they want to present the information.
	Report back	Teacher asks group reporters to present their findings using the designed charts.
(15 min)	*Practice & Feedback* *• Peer Feedback*	Students report all pertinent facts about the agencies that they contacted, including personal or group opinions.
	Reflection	Teacher asks students to spend sometime reflecting: 1. The pros and cons of becoming a U.S. Citizen 2. How they worked as a team to find information 3. Whether using a visual with their report was useful?
(15 min)	*Practice & Feedback* *• Debriefing*	Teacher asks volunteers to verbalize their reflections.
	Closure	Teacher shows the objectives overhead. Learners restate the objectives of the lesson and give examples.
(10 min)	*Closure* *• Learner Summary*	Today we learned to: • Analyze pros and cons of becoming a citizen, • Interview representatives of community agencies, • Prepare chart of available services, • Explain reasons for decision to become or not become a citizen. We also practiced: Working with a team, Acquiring and interpreting information, Making decisions and explaining the reasons.

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OBJECTIVES

You will be able to:

- **analyze pros and cons of becoming a citizen;**
- **explain in writing reasons for decision;**
- **interview representatives of community agencies;**
- **prepare chart of available services.**

You will also practice:

* **working with a team;**
* **acquiring and interpreting information;**
* **making decisions and explaining the reasons.**

Sample Chart

Agency	Address	Phone	Services	Cost

LAES

Date: _____

Student Name _____

Teacher Name _____

Student Survey
Becoming a Citizen

1. How confident are you that you know all you need to know about the following:

	For Each Line Please check the box that applies to you			
	Not very confident	A little confident	Very confident	Have all the information I need
a. who can apply for United States citizenship				
b. how to apply for United States citizenship				
c. the total cost of applying for citizenship				
d. who can apply for citizenship in their own native language				
e. how much English you have to speak, write and understand to apply for citizenship				
f. when it is not a good idea to apply for citizenship until you have seen an immigration lawyer or asked advice of an immigration specialist				
g. how disabled persons can apply for citizenship				
h. how children born in Mexico or out of the U.S. can become citizens				
i. the rights and advantages of U.S. citizenship				
i. the responsibilities of U.S. citizens				

LAES

2. **If a friend wanted to apply for citizenship but was unsure whether they qualify, what are five issues you would discuss with them to help them determine if they qualify, and whether they should apply?**

a.

b.

c.

d.

e.

LAES

3. How confident are you that you have the skills you need to do the following

	Check the most appropriate column for each question			
	Not very confident	A little confident	Very confident	Have all the information I need
a. read a ballot measure or new legislation and understand how it affects you or your family?				
b. discuss citizenship issues with a person asking for assistance from you?				
c. negotiate an agreement to work with a lawyer or other professional and understand the fees involved?				
d. talk to a child if they come to you upset about a discussion of citizenship they were part of in school?				
e. how to get information about new or existing legislation?				

4. What would you like to know about citizenship, or about the rights and responsibilities of citizenship, how people become naturalized, and how to obtain information about laws that might affect you or your community?

I would like to learn:

LAES

Date: _____

Student Name _____

Teacher Name _____

Module 29
Becoming A Citizen

Instructions:
Work alone, in pairs or in small groups. Each person should complete this form.

Background: An acquaintance, named Federico, asks your advice. Fred, as he is called by his North American friends, has a family member who is 45 years old and has lived in the U.S. for 10 years, and is considering whether or not to try to become a citizen.

Advice for Fred:

1. List four good reasons for becoming a U.S. citizen.

_____

_____

_____

_____

2. List one or two reasons not to apply for citizenship.

_____

_____

3. Once Fred's relative is a citizen, will anything change that affects what he can do, what he gets for pay, or how he relates to his supervisor, on the job site? What?

_____

_____

LAES

4. **What about at school, for that family member's children? Will anything change for the children—one is in elementary school and one is about to go to college? What?**

_____

_____

4. **What about in the community, as they go about their life on a daily basis will anything change because they are a citizen? What?**

_____

_____

Background:
Now Fred is asking you whether his family member will qualify for citizenship? Please answer the questions he asks:

6. How many years does he have to be a lawful permanent resident before he can apply for citizenship? _____

7. In addition to the application and money, what two other things does Fred's family member need to send to the I.N.S. with their application for citizenship?

_____

_____

If a U.S. citizen retires to his native country, what percent of his or her social security benefits will he or she receive?

_____

_____

8. If Fred becomes a citizen, will he be able to get Food Stamps or SSI, if he needs them?

___Yes ___No

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9. **Did you benefit from your work on this module regarding any of the following:**

	Yes/No	Please comment on either <u>How</u> you benefited; or <u>Why</u> you feel this module was not useful for you
a. who can apply for United States citizenship		
b. how to apply for United States citizenship		
c. the total cost of applying for citizenship		
d. who can apply for citizenship in their own native language		
e. how much English you have to speak, write and understand to apply for citizenship		
f. when it is not a good idea to apply for citizenship until you have seen an immigration lawyer or asked advice of an immigration specialist		
g. how disabled persons can apply for citizenship		
h. how children born in other countries or out of the U.S. can become citizens		
i. the rights and advantages of U.S. citizenship		
j. the responsibilities of U.S. citizens		